e-ISSN: 2620 3502 p-ISSN: 2615 3785

# The use of advanced foreign experience in the development of preschool children

Sh.Fayzullaev<sup>1</sup>, G.Eshnazarova<sup>2</sup>, M.Marupova<sup>3</sup>

1,2,3</sup>Preschool Faculty of Education, Samarkand State University, Uzbekistan

Email: fayzullaev\_sh@umail.uz

## **ABSTRACT**

The article discusses the preparation of qualified teachers for improving the system of pre-school education in our country, as well as the provision of institutions with the necessary materials, and the use of international best practices in the educational process. The requirements for pre-school education as well as all students are provided with information on inclusive education and the system of pre-school education in countries such as Korea, Japan and Germany.

**Keywords:** advanced foreign experience, development, preschool children, Uzbekistan.

## 1. INTRODUCTION

In our country today, special attention is paid to radical reforming of all levels of education system, introduction of advanced educational technologies in the educational process, studying the experience of the most advanced countries of the world and their best options. rising. Therefore, the Decree of the President of the Republic of Uzbekistan Sh.Mirziyoev "On measures to radically improve the management of preschool education" dated September 30, 2017 outlined the scope of work in this area. The Ministry of preschool education was established to ensure the implementation and permanent monitoring of the set tasks. There are 7,000 104 pre-school educational institutions in the country. The first step is to ensure that children in pre-school institutions are physically and mentally developed, develop their psycho-physiological, individual characteristics and capabilities. defined the competencies that are important for their transition to the next phase. The main goal of educators working in preschools is to ensure healthy, full-fledged development of children, encouraging them to read through the various didactic activities of the institution, events in the family, environment, nature and society. Prepare for continuous education by ensuring love for the country, understanding of our national customs and values, and teaching them respect. sh. Pre-school education should be carried out in accordance with the state requirements. Preschool education is provided for children from 3 to 7 years. In preschools, the academic year begins on September 1, as do secondary schools. The psychological and physiological development of children in preschools is directly linked to the organization of work in the educational institution. Arranging meals in groups for at least six hours, its form and frequency are agreed upon with the parents. Improving the quality of work requires getting acquainted with the work being done in this area in foreign countries and introducing them to us. As far as overseas experience is concerned, child nutrition in South Korea is based on a strict diet, in particular, daily meals for children are seafood. We also have the vitamins and minerals that are needed for the baby's body, and every seafood garden in our country. During the state visit of the President of the Republic of Korea to the Republic of Korea special attention was paid to the work of the preschool education system in the neighboring country, and on this basis we have experience in opening new kindergartens in this area. It is planned to study their experience on the basis of the organization and apply them into the educational process in accordance with our mentality. To use the best experience of South Korea in the education of preschool children, it is necessary to prepare qualified staff in higher education, to improve their skills, to create the necessary competences for the specialty. The child is not psychologically formed, inappropriate use can have a damaging effect on a child's behavior and can have devastating consequences in the future. One can see the inclusion of the principle of inclusive education in the study of Korean preschool education. That is, children with disabilities are not separated from their peers by this principle. The same principle applies to us. Different

e-ISSN: 2620 3502 p-ISSN: 2615 3785

age groups include at least two disabled children. There, children are taught to study independently from an early age. This is a self-justifying method, and we still have shortcomings in this regard. Nuri National Program, which has 5 sections in the country, introduces its practice in the educational system. 1. Physical development; 2. Speech fluency; 3. Socialization; 4. Development of positive abilities;

Our state program covers the following 5 areas:

- 1. Physical development and healthy lifestyles;
- 2. Social emotional development; 3. Speaking and writing skills; 4. Development of the learning process; 5. Creative development.

Acquisition of documentation from Korea can also help regulate the process of preschool education. That is, online submission of documents to the institution, admission of parents, and assessment of parents by educators are introduced. The important thing is that with the introduction of this system it is planned to save parents time. In Korea, we can see the quality and availability of pre-school education, and the relatively small number of students in groups (8.10).

- 1. Agile (primary groups);
- 2. Middle group;
- 3. Top group.

One of the more important and distinctive features is that we see Korea's pre-school education system in a classroom with a lot of creative angles and diversity. We also need to set up a classroom so that the room is not boring, and that the equipment should be comfortable, safe, hygienic and safe for the children to use, and not for exhibition. If the child does not want to go to sleep in the afternoon, they should not be forced to do it, and, at the discretion of their parents, should be engaged in passive activities. In Korea, children between the ages of three and five are admitted to the facility and are under constant supervision, changes - developmental indicators (performing prescribed exercises, sleeping in the afternoon, working on mathematical examples, performing group activities, memorizing poetry, throwing the ball at the specified distance). - monitored by parents.

## THE EXPERIENCE OF JAPAN

The essence of the study of Japan is that it is a dynamically developing country, where the preschool education system and the created conditions are focused on one goal - early childhood development.

- 1. At first age self-confidence
- 2. In the second age practical work, ability to do manual labor;
- 3. At the third age to educate the sense of dignity;
- 4. At the fourth age to distinguish between good and evil;
- 5. At the age of fifth, they are taught the skills of leadership, the development of independent plans and their implementation.

In Japan, boys and girls are brought up differently. Children are divided into small groups of eight. In this way, educators are provided with the opportunity to work in small groups, changing their groups every five months to adapt to the new environment. In Japan, children from three to five years old are admitted to kindergarten. The purpose of the pre-school education system in Japan is to develop the mental and physical abilities of children, to develop the skills of independence and internal discipline. Today in Japan, 60% of children are covered by preschool. Children are admitted to pre-school at the age of three months. But the Japanese do not approve. Children who work for more than four hours are admitted to a state-run preschool. The Japanese have strong competition in education. In particular, a diploma of higher education for graduate students guarantees employment in the ministry or at a wellknown, reputable, reputable, well-paid firm. That is why parents send their children to institutions with the best conditions and then try to teach them in primary schools. Every pre-school in Japan has special clothes, headgear, and bags for parents. Not only at the events, but every day the father of a child comes to talk about their profession or when the mother comes and shows them how to cook. The academic year begins on the first of April. In Japan, all educational institutions are taught according to the same plan. Moms are not on vacation, pupils come on vacation to swim and play in the swimming pool of the institution.

e-ISSN: 2620 3502 p-ISSN: 2615 3785

## THE GERMAN EXPERIENCE

In Germany, children go to kindergarten at the age of 3-6. Children with physical or speech developmental disabilities and underage children attend preschool and school-based classes. In Germany, 80% attend kindergartens. Giving to kindergartens is voluntary. The country has a gradually differentiated education system, which means that each student is adapted to his or her ability to adapt to different areas of study. Preschool education is voluntary for 3 years at the discretion of parents.

## 2. CONCLUSION

The first tier of continuous education in our country is the pre-school education system. We can say that this stage is the foundation for the early life and the child's initial knowledge and skills. Based on the study of pre-school education, which is the basis of the entire education system in foreign countries, we have come to the conclusion that it is necessary to improve our curricula and programs for professional development of teachers in the preschool system based on the best international practices. adaptation, introduction of computer technologies in the educational process, for children to learn foreign languages Creating conditions will certainly have a positive effect in the future.

## REFERENCES

- 1. From the speech of the President of the Republic of Uzbekistan Shavkat Mirziyoev on the analysis of the effectiveness of pre-school education on February 14, 2019.
- 2. From the speech of the President of the Republic of Uzbekistan Shavkat Mirziyoev, devoted to the International Women's Day this year.
- 3. Regulation of the Cabinet of Ministers on Preschool Education (February 18, 1995)
- 4. Izzat Sultanovich, Y. (2019). The first stages of formation communication means in Khorezm. International Journal on Integrated Education, 2(5), 98-100. Retrieved from http://journals.researchparks.org/index.php/IJIE/article/view/147
- Rejabboyev, N. (2019). Problems of food supply in Turkestan. International Journal on Integrated Education, 2(5), 101-104. Retrieved from http://journals.researchparks.org/index.php/IJIE/article/view/148
- 6. Jollibekova, I. (2019). Development of international cultural relations of the Republic of Karakalpakstan. International Journal on Integrated Education, 2(5), 105-108. Retrieved from http://journals.researchparks.org/index.php/IJIE/article/view/149
- Qulmuradova, O. (2019). Dialogue genres on TV: PAST AND TODAY (On the example of the National Television and Radio Company of Uzbekistan). International Journal on Integrated Education, 2(5), 94-97. Retrieved from <a href="http://journals.researchparks.org/index.php/IJIE/article/view/146">http://journals.researchparks.org/index.php/IJIE/article/view/146</a>